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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 23 titles deal with a variety of topics, including the following: (1) teachers' written comments on the transactional writing of high school seniors; (2) the effect of a training program on the fluctuation of raters' scoring of writing compositions; (3) basic writers in freshman composition classes; (4) elementary school writing programs; (5) constructive feedback for evaluating student writing; (6) revision practices; (7) a values clarification component in freshman composition; (8) motivational and developmental factors in college composition teaching; (9) the writing-as-process model as a means for improving high school students' compositions and writing attitudes; (10) dependency analysis as a tool for teaching writing; (11) printed text, talked books, and abstraction ladders; and (12) national writing projects. (FL)

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of the
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CS 207 733

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Abstracts of the following dissertations are included in this collection:

Ash, Barbara Moetker
SELECTED EFFECTS OF ELAPSED TIME AND GRADE LEVEL ON THE REVISIONS IN 8TH, 10TH, AND 12TH GRADERS' WRITING

Bassham, Judy Whitworth
AN ANALYSIS OF SELECTED NATIONAL WRITING PROJECTS AND APPLICATIONS FOR WRITING INSTRUCTION

Buddemeier, Richard Ely
SEE TOM WRITE: OWNERSHIP IN WRITING

Burnette, Paul Edward
A STUDY OF TEACHERS' WRITTEN COMMENTS ON TRANSACTIONAL WRITING OF TWELFTH GRADERS

Castilhos, Maria Teresinha de Jesus
THE EFFECT OF A TRAINING PROGRAM ON THE FLUCTUATION OF RATERS' SCORING OF WRITING COMPOSITIONS

Cheshire, Barbara Wright
THE EFFECTS OF FREEWRITING ON THE FLUENCY OF STUDENT WRITERS

Deppler-Smith, Doreen
A STAFF DEVELOPMENTAL MODEL FOR ELEMENTARY TEACHERS USING WRITING INSTRUCTION AS A VEHICLE

Dismer, Rose Stefanis
AN EVALUATION OF WRITING HANDBOOKS USED IN GEORGIA COLLEGES AND UNIVERSITIES DURING THE 1981-82 ACADEMIC YEAR

Epling, Christine Fraley
THE WAY WE WORD: AN ETHNOGRAPHIC VIEW OF BASIC WRITERS WRITING IN FRESHMAN COMPOSITION

Fonnesbeck, Beverley Birkett
AN ETHNOGRAPHIC STUDY OF THE IMPLEMENTATION OF A WRITING PROGRAM IN AN ELEMENTARY SCHOOL

Freiner, Gloria
AN EXAMINATION OF FRESHMAN COMPOSITION PROGRAMS AT 20 SELECTED OHIO COLLEGES AND UNIVERSITIES

Fucci, Donald Charles
PLACEMENT AS ASSESSMENT: A COMPARISON OF APPOINTED READERS' JUDGMENT WITH OTHER ACADEMIC FACULTY JUDGMENTS OF A WRITING SAMPLE

Gessner, Michael George
INCIDENCE OF TENSE ACQUISITION IN WRITTEN DISCOURSE (8-18) AND IMPLICATIONS FOR SEMANTIC DEVELOPMENT AND TEACHING PRACTICES

Halloran, Joseph Edward, III
CONSTRUCTIVE FEEDBACK FOR EVALUATING STUDENT WRITING

Knodt, Ellen Andrews
THE WRITING PROCESS WORKBOOK: A PURPOSE-ORIENTED CURRICULAR DESIGN FOR FRESHMAN COMPOSITION

Maynor, Louise Cummings
AN INVESTIGATION OF THE REVISING PRACTICES OF COLLEGE FRESHMAN WRITERS

Newman, Jerrie McGrew
THE EFFECTS OF FORMAL REVISION IN AN ENRICHED COMPOSING ENVIRONMENT ON COMPOSING IMPROVEMENT OF COLLEGE-BOUND HIGH SCHOOL SENIORS

Phillips, Alison Charles, Jr.
DEPENDENCY ANALYSIS AS A TOOL FOR TEACHING WRITING

Ramig, Jane Redwine Dennis
AN INVESTIGATION OF THE REVISION PRACTICES OF COMPETENT STUDENT WRITERS WRITING RESEARCH PAPERS IN A FRESHMAN COMPOSITION COURSE AT A COMMUNITY COLLEGE

Scannella, Anthony M.
A WRITING-AS-PROCESS MODEL AS A MEANS FOR IMPROVING COMPOSITIONS AND ATTITUDES TOWARD COMPOSITION IN THE HIGH SCHOOL

Shoemaker, Lynn Henry
PRINTED TEXT, TALKED BOOK, AND ABSTRACTION LADDER: A STUDY OF HOLISTIC PERSPECTIVE

Thompson, Marjorie
A VALUES CLARIFICATION COMPONENT OF FRESHMAN COMPOSITION

Woodworth, Margaret Kemmer
BEYOND SENTENCE COMBINING: A CONSIDERATION OF MOTIVATIONAL AND DEVELOPMENTAL FACTORS IN COLLEGE COMPOSITION TEACHING

SELECTED EFFECTS OF ELAPSED TIME AND GRADE LEVEL ON THE REVISIONS IN 8TH, 10TH, AND 12TH GRADERS' WRITING

Order No. DA8309267

ASH, BARBARA HOETKER, PH.D. *The Florida State University*, 1983. 194pp. Major Professor: Gordon Brossell

This is an experimental study to find out what kinds of revisions are made by students at three grade levels and to test a major tenet of the textbook lore about revision: that students should allow time to elapse between their drafting and revising. Randomly assigned groups of 8th, 10th, and 12th graders (178 subjects) wrote a first draft in response to an essay topic and, then, after varying periods of elapsed time--one day, three days, and a week--wrote a final version. All writing sessions were 50-minute class periods. Draft-to-draft revisions were coded; first drafts and final versions were holistically scored. A chi-square distribution-free test was run to determine main effects of and interactions between grade level and elapsed time.

The 8th graders made significantly more total revisions and significantly more surface-level (mechanics, usage, etc.) and low-level (word and phrase) revisions. Subjects who rewrote a week later made significantly more low-level revisions. Less than a third of all revisions for all groups were surface-level revisions. There were more substitutions than any other nonsurface revision; over half of the substitutions were clause and multiclause revisions. Text-level revisions (radically altered final versions) accounted for 16.3% of the sample. Of all final versions, 58.9% received a higher score than that awarded the first draft.

AN ANALYSIS OF SELECTED NATIONAL WRITING PROJECTS AND APPLICATIONS FOR WRITING INSTRUCTION

Order No. DA8303663

BASSHAM, JUDY WHITWORTH, ED.D. *The University of Tennessee*, 1982. 135pp. Major Professor: Dr. Jerry J. Bellon

The purpose of this study was to identify guidelines for writing instruction as presented in research and professional literature and to determine the occurrence of these guidelines in a selected sample of National Writing Projects. In addition, an exploratory survey of Maury County elementary teachers was made in order to determine their writing instruction concerns. Based on the results of the survey, recommendations for writing instruction were proposed by the author.

A content analysis of a selected sample of National Writing Projects was made in order to determine key features of the projects which were congruent with identified guidelines for writing instruction. Projects sampled were randomly selected by regional distribution from the eighty sites throughout the country. Thirteen National Writing Projects were analyzed in this study. The first level of analysis was built upon occurrence of categories and units of analysis in each of the thirteen projects sampled. A second level included frequency of occurrence of categories and units of analysis.

A survey of Maury County teachers of grades 1-6 was made in order to determine their concerns about writing instruction. The population sample was drawn from all schools in Maury County having grades 1-6. Regular classroom teachers were surveyed and responses were analyzed using frequencies for most items. Based on the results of the survey, teacher concerns were synthesized and compared for congruence with the results of the content analysis of selected National Writing Projects. Based on these findings, recommendations were made for writing instruction.

Procedures used in this study can be employed by researchers to analyze other writing programs and to determine the writing concerns of a defined population of teachers. Data from this study can be used

SEE TOM WRITE: OWNERSHIP IN WRITING

Order No. DA8227262

BUDDEMEIER, RICHARD ELY, PH.D. *University of Pennsylvania*, 1982. 169pp. Supervisor: David M. Smith

Through collaboration and participant-observation, this descriptive study of a freshman writing student investigated what he and other writing students considered important in their "world of writing." The researcher and Tom, the student, took a freshman English course at a community college--observing in the classroom, interpreting their observations in writing for each other, and preparing for and presenting findings in public forums. This collaborative research, which also included extensive interviewing with Tom, provided a case study of a developmental sequence in which "writing ownership" was demystified for the beginning writing student and claimed by the maturing writer.

The study proposes a model describing one way of capturing involvement in writing. The student claiming ownership of his writing is seen: (1) expressing himself in writing and encoding his personal meanings in writing, (2) communicating personal values and finding increased value for himself in his writing, and (3) choosing to direct his writing at audiences while using himself as an important audience for his writing. Such involvements in writing appeared marked by attitudes of, what Tom termed, *determination* in approaching text and *seeking satisfaction* in producing text. In our model, based on Tom's adaptation to writing, these attitudes resulted in processes of revision.

The complex interactions of the collaborators and Tom's participation in writing-centered activities of the research facilitated changes in his awareness of and approach to writing and learning to write. Implications of these findings for teaching and research are proposed.

Reflecting the perspective of ethnography, the study incorporated a model of researcher-informant attempt to reach understanding. The study suggests the utility of such collaborations with students for both pedagogy and research, particularly suggesting that considerations of the processes of writing might be usefully informed by this perspective.

A STUDY OF TEACHERS' WRITTEN COMMENTS ON TRANSACTIONAL WRITING OF TWELFTH GRADERS

Order No. DA8308163

BURNETTE, PAUL EDWARD, ED.D. *University of Georgia*, 1982. 195pp. Director: Daniel R. Kirby

In this study both quantitative and qualitative research methods were brought to bear on two problems: First, can teachers' comments be reliably classified by rule and purpose? Second, what relationships do teacher comments have to quality, fluency, and growth in writing?

Procedures. Five student papers from each of nine teachers were collected in the fall, winter and spring after teachers' normal evaluation process. A questionnaire asked teachers to explain their broad purposes in writing comments on student papers and criteria for judging writing quality. Teachers also completed a coversheet describing specific activities preceding and following the writing assignment for each set of papers collected.

Adapted from the function and sense of audience categories of Britton, Burgess, Martin, McLeod and Rosen [*The Development of Writing Abilities (11-18)*. Urbana: NOTE, 1975], the comment classification scheme successfully categorized all 1792 comments collected. The scheme's reliability was checked by two independent raters classifying 386 randomly-selected comments, matching 88.8% on function and 89.3% on role classifications.

In extended interviews at the end of the school year, teachers were asked to discuss their students, their students' writing abilities, and patterns in their own responses.

Analysis. By function, 65% of teacher comments recorded or regulated errors, 21% were higher cognitive responses, 8% were persuasive, 4% expressive, and 2% nonfunctional. By role, 62% were

impersonal, 27% Examiner, 8% Particular Teacher, and 3% Trusted Adult. Analysis with regression and correlation procedures supports speculations that teachers assume warmer roles toward students not growing in writing quality or fluency, and that they respond with higher cognitive functions to writing of higher quality and fluency.

Analysis of the questionnaires, coversheets, and interviews of selected teachers revealed that variations in roles and functions of teachers' comments reflected changes in course goals and perceived differences in individual student personalities. Use of a multiple-draft writing process produced different response patterns from two teachers, with the stage at which the comments were written apparently determining which roles and functions the teacher assumed. Most importantly, the kinds of general purposes teachers had for writing comments seemed to explain the kinds of responses they provided their students.

THE EFFECT OF A TRAINING PROGRAM ON THE FLUCTUATION OF RATERS' SCORING OF WRITING COMPOSITIONS

Order No. DA8306022

CASTILHOS, MARIA TERESINHA DE JESUS, PH.D. *University of California, Los Angeles*, 1982. 158pp. Chair: Professor Eva L. Baker

This study concerned interjudge reliability in scoring written compositions in large scale testing. Its purposes were: (1) to investigate the temporal effects of rater training conducted by CESGRANRIO, a unified college entrance examination institution in Rio de Janeiro, on the variation of raters' marks given to Senior high school compositions; (2) to analyze the influence of raters' characteristics on scores; and (3) to examine if the benefits (the level of scoring reliability) attained were justified by the cost of the effort. Training involved one hundred sixty-seven (167) raters, distributed into 12 groups led by a supervisor. Each scored 200-word compositions over eight sessions. One subset of ten compositions was independently scored by all raters each session.

Data analyses investigated reliability of scores using generalizability studies performed from different perspectives: (1) the training as a whole, (2) by sessions, and (3) by groups (teams of raters). The trajectory of the training and the influence of the rater variables were examined through regression analyses, using trend and multiple regression analyses. The relationship between costs and benefit (reliability level) was examined based on decision studies and used the approach of person-hour cost and number of raters required to obtain a generalizability coefficient of .80 (the UCLA standard).

Effects of training stabilized although considerable fluctuation between groups and between sessions was detected. The greatest source of variance was composition, confounded with person. No influence was found for rater characteristics.

Implications from the findings relate to the selection of composition topics and prompts, the duration and structure of the training program, and reallocation of cost. In addition, a framework to assist administrators in conceptualizing the training program as a process and to enable them to refine future training programs was proposed.

THE EFFECTS OF FREEWRITING ON THE FLUENCY OF STUDENT WRITERS

Order No. DA8304805

CHESHIRE, BARBARA WRIGHT, PH.D. *Georgia State University - College of Education*, 1982. 133pp.

Purpose. The purpose of this research was to determine the effects of freewriting on the fluency of student writers and to determine whether regular freewriting diminished writing apprehension. Freewriting is an intuitive writing exercise that entails writing without stopping for 10 minutes or so on whatever comes into the mind with no concern for mechanics. The point is to write without editing so that the meaning can come through. Fluency was defined as the following components of writing: Wording, Voice, Point of view, Rhythm, and Length.

Methods and Procedures. Two college teachers who taught two sections of the same composition course required their experimental classes to freewrite for 10 minutes a minimum of four days a week; the control classes spent the 10 minutes on vocabulary improvement. Two essays in different modes were written by each of the 56 subjects for the pretest and two more on the same topics at the end of the 10 week quarter for the posttest. The essays were scored analytically by six trained raters on eight variables: Ideas, Organization, Mechanics, Wording, Voice, Point of view, Rhythm, and Length. A MANCOVA was performed on three separate forms of the data: scores from the personal essay, scores from the objective essay, and combined scores derived by averaging scores from both essays. A 26-item apprehension instrument was included in the pretest and the posttest.

Results and Conclusions. Results showed that freewriting failed to produce significant effects on fluency or on any of the eight designated components of writing under the conditions of this study. The MANCOVA did, however, show differences in the teacher factor, with groups of Teacher 2 scoring significantly higher on Ideas, Organization, and Length than the groups of Teacher 1. An ANCOVA showed that freewriting had no significant effect on writing apprehension under the conditions of this study. The ANCOVA also revealed significant differences in the teacher factor; Teacher 1 decreased writing apprehension significantly in both the control and the experimental groups, while Teacher 2 increased apprehension in both groups. The groups with significantly higher writing apprehension, however, scored significantly higher on three components of writing ability.

A STAFF DEVELOPMENT MODEL FOR ELEMENTARY TEACHERS USING WRITING INSTRUCTION AS A VEHICLE

DEPPLER-SMITH, DOREEN, ED.D. *Brigham Young University*, 1982. Chairman: Callis R. Harms

The purposes of this project were to develop and implement an experiential staff development model incorporating content and effective instruction, SCRIBES II, and to determine its effectiveness for twenty-five elementary teachers from seven school districts, using the instruction of written composition as a vehicle for teacher development and as a basis for evaluation. A third purpose was to determine, based on the results of SCRIBES II, the feasibility of implementing a county-wide teacher-consultant resource network expanded to include presentors with expertise in selected curricular areas. It was concluded that the SCRIBES II model is effective in changing attitudes, knowledge and teaching behaviors related to the curricular area presented. It was determined that expanding the model to a county-wide teacher consultant resource network for selected curricular areas was feasible and would meet the staff development needs of school districts in San Luis Obispo County.

AN EVALUATION OF WRITING HANDBOOKS USED IN GEORGIA COLLEGES AND UNIVERSITIES DURING THE 1981-82 ACADEMIC YEAR

Order No. DA83J4822

DISMER, ROSE STEFANIS, PH.D. *Georgia State University - College of Education*, 1982. 183pp.

Purpose. The purpose of this study was to discover the quality of the writing handbooks used during the 1981-82 academic year by the English departments of Georgia colleges and universities. Defined as reference texts containing language and composition rules and practices, the handbooks were examined as a whole and by selected sections: grammar, usage, and the whole composition--the sections most adversely criticized in the literature pertaining to handbooks.

Methods and Procedures. The handbooks analyzed in the study were chosen by surveying all the colleges and universities in Georgia and randomly selected institutions of the Southern Association. Each handbook was examined as a whole to determine its reading level by using the Fry Readability Scale, its ease of use by investigating its organization and binding, and its completeness by examining its content and index lengths, its specialty discussions, and its ancillaries. The grammar, usage, and composition sections were studied to determine how complete they are, what their basic philosophical approach is, and whether they have benefited from current research and scholarship in language and composition.

Results. The handbooks varied in reading level from grade 7 through college freshman level. The handbooks varied in usefulness since some had better organization and better sectioning devices for easy reference. Their length varied from 320 to 617 content pages, but all were determined to be fairly complete because of the number of specialty discussions and ancillaries provided by each. Nearly all the handbooks are very traditional and are not undergirded by current research in language development and composition. In grammar, nearly all discuss traditional grammar; in usage, some are still prescriptive although others are leaning more toward a descriptive approach to usage. In composition, they reflect few current theories other than some form of the writing-as-a-process approach.

Conclusions. The handbooks used in Georgia during 1981-82 need improvement. Although they offer a wide variety of reading levels, are fairly easy to use, and fairly complete, they do not help students with their writing as much as they should because they do not make use of current research in language and composition that would make them more useful.

THE WAY WE WORD: AN ETHNOGRAPHIC VIEW OF BASIC WRITERS WRITING IN FRESHMAN COMPOSITION

Order No. DA8300243

EPLING, CHRISTINE FRALEY, PH.D. *The Ohio State University*, 1982. 322pp. Adviser: Professor Donald R. Bateman

This study focuses on what Shaughnessy calls an "embarrassingly rudimentary" question: What goes on in a freshman composition classroom? A survey of the literature reveals a paucity of qualitative research in this important writing setting.

This research investigates and describes the writing experiences of basic writers in a traditional freshman composition class at Rio Grande College and Community College. Employing an ethnographic approach, the participant observer gathered data from journals, class notes, questionnaires, self-reports, audio and video tapes, class writings, and interviews. Maximum details are reported from the perspectives of the researcher, the collaborating teacher, and the students in an attempt to minimize distortion and to create an accurate and comprehensive rendering of the classroom story.

During data analysis, the researcher understood freshman composition in terms of arbitrarily applied constructs: class developmental stages. Developmental Stage One, Climate, established a supportive writing environment through a network of interrelated components which nurtured writing growth. Developmental Stage Two, Process, introduced writing as a creative act: the discovery of "something new" through searching, seeing, and structuring. Students matched their own psychological processes against those of "real" writers. Developmental Stage Three, Products, focused on rhetorical patterns, apparently cherished by these students.

Free to choose their own subjects, students wrote about life experiences--subjects bound intimately with out-of-class culture. Of the some one hundred subjects written about, approximately one-third were "marker events" (Levinson), events which had strongly influenced students' lives. In this nurturing class climate, little differences existed between subjects written about in journals and those written about in teacher-assigned essays.

Classroom life, then, appeared to be a dynamic network organized within developmental stages wherein students wrote fresh, experience-oriented essays. Attention to process heightened students' awareness and appreciation of their own creative potential. Students observed that "something new" in their writing emerged as a result of attendance to writing skills and relaxation of effort. Students reported and demonstrated growth in writing confidence and competence.

AN ETHNOGRAPHIC STUDY OF THE IMPLEMENTATION OF A WRITING PROGRAM IN AN ELEMENTARY SCHOOL

FONNESBECK, BEVERLEY BIRKETT, ED.D. *University of Southern California*, 1982. Chairman: Professor Audrey J. Schwartz

Despite a twenty-year effort to improve schooling through curriculum reform, few new programs have been adopted as intended. Implementation research is designed to discover causes for this situation, and to develop remedies.

Purpose. The study was designed to gather information about what happens to subvert innovation at school and classroom level through study of a curriculum adoption effort, and to generate from the findings testable hypotheses concerning the nature and content of viable implementation effort in elementary schools.

Procedure. The methodology was ethnographic participant observation. An implementation program for the Anchorage Writing Project, a writing curriculum, was designed, carried out, and examined by the investigator. Data from questionnaires, interviews, diaries, and classroom observations were gathered and examined in six predetermined categories. Insights into unanticipated factors were also sought.

Findings. (1) The form of administrative support for innovation is as important as the amount of support. (2) On-site project leaders play a sensitive role and require broad support. (3) A framework for utilizing new materials is as important as availability of materials for teachers. (4) Positive correlation between value systems of teachers and programs encourages successful implementation. (5) Teacher competence in subject matter and instructional strategies is a significant factor in implementation.

Conclusions. (1) Successful curriculum change is contingent upon planned implementation strategies sustained over time. (2) Implementation strategies must address both management goals of teachers and congruity between philosophical orientation of teachers and innovations. (3) Teachers as well as students must be supported by implementation strategies. (4) Excessive demands upon elementary teachers militate against curriculum change.

Recommendations. (1) The Anchorage Writing Project should improve implementation planning. (2) Further study should be conducted at the classroom and school site level on the factors influencing curriculum adoption. (3) Redefinition of curriculum boundaries and teacher responsibilities in the elementary school should be considered as a step toward viable change processes.

AN EXAMINATION OF FRESHMAN COMPOSITION PROGRAMS AT 20 SELECTED OHIO COLLEGES AND UNIVERSITIES

Order No. DA8228551

FREIMER, GLORIA R., PH.D. *The University of Toledo*, 1982. 140pp.

This study was designed to determine if instructors of freshman composition courses are adequately prepared to teach their subject, if relevant empirical research is implemented in these courses, and if the objectives of freshman composition programs are based on a theory or theories of discourse.

Data were derived from interviews with persons responsible for the administration of writing programs and composition instructors in 20 selected institutions of higher education in Ohio. Both quantitative and qualitative methods of data collection and analysis were used.

The conclusions are as follows: the majority of instructors interviewed were poorly prepared to teach writing, read little in their field, and were unaware of and inattentive to discourse theory. At most of the institutions surveyed program objectives were not based on current research or discourse theory, there was little provision for faculty development, and composition teaching was regarded less highly than literary research and teaching.

Twelve of the forty-five instructors interviewed were specialists in composition teaching or were graduate students preparing to specialize in composition teaching. This group was well equipped to teach writing courses. The data suggest that institutions in which the instructors in this group teach emphasized composition teaching more strongly than other institutions surveyed. Three state universities visited offered graduate programs intended to prepare composition specialists. Eight institutions visited either had in place or were planning programs to instruct students above the freshman level in "writing across the curriculum."

PLACEMENT AS ASSESSMENT: A COMPARISON OF APPOINTED READERS' JUDGMENT WITH OTHER ACADEMIC FACULTY JUDGMENTS OF A WRITING SAMPLE

Order No. DA8301572

FUCCI, DONALD CHARLES, ED.D. *Rutgers University The State U. of New Jersey (New Brunswick)*, 1982. 137pp. Chairperson: Robert Parker

The relationship between articulated qualities of writing and the actual scoring of writing was tested in this study. Two hypotheses were proposed. Hypothesis # 1 stated there would be a significant difference between articulation of qualities of student writing at various score levels and the actual scoring of writing samples. Hypothesis # 2 stated that as a result of a lack of relationship between stated characteristics and scoring of student writing samples, placement recommendations of students in corresponding writing courses as a result of score designations would not reflect articulated judgments and therefore be unreliable and invalid.

A group of four faculty were given 12 writing samples they had scored, as readers, in a general impression scoring situation. They were asked to state the one characteristic of writing evident at each of the score levels used. The scoring and judgments asserted by the original readers provided a basis for comparison in the study. Two blind groups of faculty were asked to duplicate the scoring and evaluation procedures of the original group. Within-group and between-group descriptive analyses were conducted. The investigator found that several conclusions could be drawn from the analysis of the data. Hypothesis # 1 was supported by significant differences between reader articulation of what constituted qualities of writing and actual scoring. Hypothesis # 2 was not supported. Despite significant differences between stated characteristics of writing and the actual scoring, the placement procedure utilized overcame much of the differences. It can be concluded that the placement reliability achieved came as a result of the combination of rater training and scoring procedures rather than as a result of agreement between faculty in scoring.

INCIDENCE OF TENSE ACQUISITION IN WRITTEN DISCOURSE (8-18) AND IMPLICATIONS FOR SEMANTIC DEVELOPMENT AND TEACHING PRACTICES

Order No. DA8229832

GESSNER, MICHAEL GEORGE, ED.D. *University of Colorado at Boulder*, 1982. 134pp. Director: Associate Professor Philip DiStefano

The major purpose of this study was to determine when tenses appeared in written discourse produced by students from grades 3, 6, 9 and 12. The study attempted to identify differences between the frequency of tenses exhibited in writing, grade levels, and gender.

A second purpose was to learn if the tenses followed a similar or different sequence as found in oral language development.

Data were collected from 15 male and 15 female writers at each grade level. Each student produced two essays, giving a sample of 240 compositions.

Criteria were established to record tense incidence. By these criteria 3,307 verbs of tense were recorded from a total of 21,250 words in the compositions. The six tenses were arranged in the three most conceptually different categories based on the research pertaining to acquisition in oral language. These were: (1) the present-past tense category, (2) the future tense category and (3) the perfect tense category.

Tests of analysis of variance and covariance with repeated measures and trend analyses were done to identify differences between grades and gender by grade interaction. Significant levels of acceptance were set at $p \leq .05$.

Significant differences were found between the use of verbs in the present-past tense category for males (9-12) and for females (6-9). The use of this category declined in relation to the use of the other tense categories.

There was no difference between the use of the future tense category between grade levels and there was no grade by gender interaction.

Significant differences were found between the use of verbs in the perfect tense category for males (9-12) and for females (6-9). The use of this category increased during these periods.

The study did not confirm the sequence of tense acquisition found in oral language development. It did affirm that in writing, as in speech, the perfect tenses are exhibited after the primary tenses.

CONSTRUCTIVE FEEDBACK FOR EVALUATING STUDENT WRITING

Order No. DA8229384

HALLORAN, JOSEPH EDWARD, III, PH.D. *The University of North Carolina at Chapel Hill*, 1982. 173pp. Supervisor: Dr. R. Sterling Hennis

This study was an attempt to determine if a method of providing written constructive feedback on student essays would both improve the evaluations of student writing achievement and reduce the workload of teachers providing that feedback more than the conventional technique of a detailed critique of student essays by teachers. The experimental technique consisted of general teacher comments aimed at improving the student's next essay and a checklist of major strengths and weaknesses of the evaluated essay. The conventional technique consisted of teacher comment addressing the major weaknesses of the evaluated essay and correction symbols annotated in the margin of the student's essay.

The reseacher compared these two techniques using 500 freshman students and thirty-seven teachers at the United States Military Academy. These students wrote a series of essays during their second semester of freshman composition instruction and received both techniques of feedback. A classic experiment design, incorporating a pretest and post-test, was the basis for determining the answer to the first part of the study's purpose. Tabulation of grading times by the thirty-seven teachers was the basis for answering the second part. A multifactor experiment with repeated measures on the same elements was the basis for the analysis of variance, with significance at the .01 level.

The statistical results obtained during this study indicate that the experimental technique of written constructive feedback on student essays does both improve evaluations of student writing achievement and reduce teacher workload more than the conventional feedback technique. This study, therefore, suggests that the use of precise, encouraging, constructive feedback techniques is feasible in a composition curriculum and probably should not be ignored in any examination of composition evaluation alternatives.

THE WRITING PROCESS WORKBOOK: A PURPOSE-ORIENTED CURRICULAR DESIGN FOR FRESHMAN COMPOSITION

Order No. DA8306141

KNODT, ELLEN ANDREWS, D.A. *Carnegie-Mellon University*, 1982. 212pp. Director: Dr. Linda Flower

This study presents a curricular design, *The Writing Process Workbook*, which has three goals: (1) to introduce students to what is known about the writing process by involving them directly in exercises which illustrate the process and provide writing practice; (2) to make students more confident in their ability to handle new writing situations by providing purpose-oriented instruction instead of the more commonly used modes approach; (3) to provide for repetition of learning and growth in writing skills by structuring assignments cyclically so that each assignment builds on what students have learned before. The study includes an analysis of both the aims and the modes approach to writing and discusses the advantages of the aims approach. Detailed teaching plans for the courses taught during the study are provided as is an evaluation of student attitudes toward the course and the results of objective, holistic grading of their pre- and post-course essay papers. This evaluation revealed a significant improvement between pre- and post-course scores for two of the three groups taught, but no significant difference in the essays of the experimental and control groups. The attitude surveys, on the other hand, showed significant differences between the groups. The experimental group felt their instruction was much more helpful in writing situations outside the English class than did the control group, and they showed a greater willingness to adjust writing to suit purpose and audience. In conclusion, the study showed that while both groups improved their writing skills equally, the experimental group had a more positive attitude about their instruction, specifically as it related to adjusting to differences in writing situations.

AN INVESTIGATION OF THE REVISING PRACTICES OF COLLEGE FRESHMAN WRITERS Order No. DA8301527

MAYNOR, LOUISE CUMMINGS, ED.D. *Duke University*, 1982. 107pp. Supervisor: Michael L. Michlin

This study investigated the revising practices of college freshman writers. Results indicated that there are significant differences between good and poor writers based on their revision of successive drafts of an essay. All writers made changes in their drafts, but good writers made more changes than did poor writers. Good writers made significantly more word, phrase, and clause level changes and significantly more addition, deletion, and reduction/coordination operation changes than did poor writers. When these variables were subjected to separate multiple regression analyses, clause level changes and deletion operation changes emerged as the strongest predictors of quality. Good and poor writers were also differentiated by the length of their essays. There was no significant difference between the quality of the essays of the class using a checklist and the class not using a checklist prior to revision. Bridwell's classification scheme was a useful and effective tool for coding the structural changes writers made during revision.

Two classes of college freshmen wrote and revised an essay in three consecutive class periods. One class used a revision checklist prior to rewriting the final draft. The other class revised without the use of a checklist. The two drafts and prewriting notes were collected. The final drafts were evaluated by three college English instructors who rated them as high, middle, or low quality. Changes made between the two drafts were then compared, coded, and counted, using Bridwell's classification scheme. The essays were categorized as good or poor quality, and their writers were designated as good or poor writers respectively. Frequencies were tabulated to describe the general characteristics of the revisions. Analyses of variance were used to examine the effect of the revision checklist and the differences between the good and poor writers by revision level changes, operation changes, and differences in average essay length. Multiple regression analyses were conducted to understand more clearly the effects of levels and operations on quality.

THE EFFECTS OF FORMAL REVISION IN AN ENRICHED COMPOSING ENVIRONMENT ON COMPOSING IMPROVEMENT OF COLLEGE-BOUND HIGH SCHOOL SENIORS Order No. DA8307958

NEWMAN, JERRIE MCGREW, ED.D. *University of Pennsylvania*, 1982. 179pp. Adviser: Dr. Allan A. Glatthorn

The purpose of this study is to test the assumption that formal revision through second and third drafts, required by the teacher, is necessary to improve the composing skills of high school, college-bound seniors.

Sixty-eight Philadelphia high school seniors, in three classes, were the subjects. One class of students who had elected the English Enrichment course was designated the Revisers and taught that the teacher valued revision and that revision was necessary to improve skills. They were required to revise papers nine times during the sixteen week experiment and were given extra-credit for successful revisions. The second English Enrichment class, Non-Revisers, were not taught to value revision nor required to revise. Identical curricula were used in both classes, including much pre-writing, teaching, peer and teaching evaluation. The Control class of non-college bound seniors were taught grammar and literature, but no composing processes.

Pre- and posttests, administered all three classes, were scored by two experienced teachers. An analysis of covariance showed a significant improvement of the two experimental classes over the control class, but no significant difference in the improvement of the revisers over the non-revisers. The non-revisers had improved slightly more than the revisers. A series of *t*-tests showed no significant difference in improvement in writing between revisers and non-revisers in audience awareness, fluency, number of paragraphs, or between males and females. A series of chi-squares showed no significant relationship within the revising class of skill level and degree of revision done on the nine interventions; improvement in writing and degree of revisions done; improvement in writing and grades assigned.

The one difference observed between the revisers and the non-revisers occurred in reported behavioral patterns of composing and future composing. The four revisers who had improved the most and the four non-revisers who had improved the most were interviewed by telephone. Revisers all reported that they would use revision in writing future papers; no non-revisers reported the intent to use revision. None of the eight reported having used revision prior to the experimental period.

DEPENDENCY ANALYSIS AS A TOOL FOR TEACHING WRITING Order No. DA8301504

PHILLIPS, ALISON CHARLES, JR., PH.D. *University of Virginia*, 1982. 135pp.

Composing is a recursive process that alternates with planning and revision. An implication is that feedback during writing may be more useful than criticism of the finished product. This study used a structural description called dependency analysis to give students feedback in a tutorial situation. Dependency analysis identifies the coordinate and subordinate relations among propositions and exposes the faults in the hierarchical structure of a discourse.

This exploration in using dependency analysis demonstrates some ways in which it can be an effective tool for teaching writing. Dependency analysis can be effective because it shows an order of priorities in revising an essay, it reveals how the qualitative effects of an essay are related to its structure, and it shows writers how to control the effects of their discourse by deliberately altering this structure. It can be an effective tool not only because it reveals the faults in organization, but also because it emphasizes the differences in the density of texture. Dependency analysis may be too time consuming to use with individuals, but it can be used for class demonstrations, and may be most useful with prospective teachers of writing because it helps to convey the idea of a strong hierarchy as a model of organization and shows teachers what to look for in evaluating the organization of a paper.

This exploratory study used a single subject experimental design with six students divided into two groups with different treatment periods. Each subject wrote five papers which were evaluated jointly by two judges who rank ordered them within subjects and rated them between subjects. The evaluation procedure was based on Christensen and Christensen's method of structural description which decribes the same hierarchical structures that are made explicit by dependency analysis.

The results showed that dependency analysis has an immediate and significant effect with poor writers who do not have effective strategies for organizing their papers, but that it takes longer for better writers to assimilate the strategy into their established ways of generating and organizing text.

AN INVESTIGATION OF THE REVISION PRACTICES OF COMPETENT STUDENT WRITERS WRITING RESEARCH PAPERS IN A FRESHMAN COMPOSITION COURSE AT A COMMUNITY COLLEGE Order No. DA8304816

RAMIG, JANE REDWINE DENNIS, PH.D. *Georgia State University - College of Education*, 1982. 139pp.

Purpose. The purpose of this study was to describe the revising practices of a group of competent student writers enrolled in a required freshman English composition course at a community college. Specifically, the study was designed to provide information about numbers and kinds of revisions these students made; to determine whether a relationship existed between writing apprehension level and numbers and kinds of revisions made; and to acquire information about these students' concepts, attitudes, and concerns regarding revision.

Methods and Procedures. Revisions made in rough draft copies of 30 research papers comprised of the best 6 papers in each of 5 composition classes, as judged by individual instructors of these classes, were individually counted, then classified and recorded according to a revision classification scheme (Faigley & Witte, 19[illegible]). Apprehension toward writing scores (Daly & Miller, 1975) were obtained for each student, and total number of revisions and number per 100 words of each subject's drafts were used to calculate correlation coefficients. In-depth interviews with four subjects in the study were conducted to elicit information about their revision concepts, attitudes, concerns, and practices.

Results. Analysis of research papers revealed the following: mean number of revisions per 100 words = 3.2; average total number of revisions = 105 for drafts of papers averaging 3,923 words. A total of 75% of students' revision is surface, predominantly meaning-preserving changes. Apprehension toward writing and number and kinds of revisions across all drafts appear not to be positively correlated ($r^2 = .22$, $r = .18$, respectively, for apprehension/total revisions and apprehension/revisions per 100 words). Interviews with students about revision corroborated data obtained through use of Faigley and Witte's scheme.

Conclusions. It appears that students in this study, judged by their instructors to be competent writers, do not revise to synthesize ideas or find new meaning in the process of writing research papers in a freshman composition course, as revealed by analysis of revisions and interviews. For them, apparently revision is not, as the meaning of the word suggests, a re-vision, but rather a tending to surface or editorial matters. Supporting previous research on revision, evidence here suggests that students' greatest concern as they revise is word choice.

A WRITING-AS-PROCESS MODEL AS A MEANS FOR IMPROVING COMPOSITIONS AND ATTITUDES TOWARD COMPOSITION IN THE HIGH SCHOOL Order No. DA8301605

SCANNELLA, ANTHONY M., ED.D. *Rutgers University The State U. of New Jersey (New Brunswick)*, 1982. 148pp. Chairperson: Janet Emig

The purpose of this study was to test the effectiveness of a writing-as-process model as a teaching approach.

The population consisted of 121 ninth- and tenth-grade students. All the students were volunteers and came from three different schools in three different school districts. In each school, two classroom groups were selected, and these were experimental and control groups on a random basis. Experimental groups received instruction in the writing-as-process method; control groups received instruction in traditional methods. In general, all students participated were characterized as average to above-average in scholastic ability.

For assessment purposes, students submitted expository and creative writing samples (scored holistically), and they were given two standardized tests--the Test of Written English Expression and the Emig-King Attitude Scale. An analysis of covariance (ANCOVA) was used to compare posttest scores based on each subject's prior level of achievement (or attitudes) and to provide a means for adjusting for any lack of equivalence between groups since intact classes were used.

At the end of the study, gains in expository writing skills were observed for experimental groups in two of the schools. There were no significant differences between students in the experimental and control groups in any of the high schools in the amount of gain in creative writing or in knowledge of grammar and usage.

However, statistically significant gains were found in each of the subtests of the Emig-King Attitude Scale for experimental groups in each of the schools in this study. Overall, the control groups showed a slight decrement in these same subtests of attitudes toward writing.

The results of this study provided some evidence of greater improvement in students' expository writing skills and in students' attitudes toward writing as a result of the writing-as-process teaching approach. The role of future research should be (a) to further investigate the validity of the writing-as-process teaching approach and (b) to establish whether or not scores reported on the Emig-King Attitude Scale are related to subsequent writing behaviors and gains in writing skills.

PRINTED TEXT, TALKED BOOK, AND ABSTRACTION LADDER: A STUDY OF HOLISTIC PERSPECTIVE Order No. DA8302714

SHOEMAKER, LYNN HENRY, D.A. *State University of New York at Albany*, 1982. 100pp.

This study attempted to answer the following question: Would the integration of a talked book into the writing process result in an increased amount of concrete material in student expository essays and also in a stronger fit between abstraction and concretion? To answer this question, the experimenter designed and taught two sections of a freshman composition course. One section was exposed to a talked book. The other section was exposed to a typical but comparable printed text. The experimenter attempted to hold all other variables constant. The data generated by these two classes was analyzed statistically and through a case study. The results were as follows: (1) When all the members of both classes were considered, a statistical analysis of the data showed that the use of a talked book does not generate a significantly higher amount of concrete material than that generated by the use of a printed text. (2) However, when only those students who began the course with low concretion scores were considered, a statistical analysis of the data revealed that the difference between the post-test mean concretion scores of those students in the talked-book class and the post-test mean concretion scores of those students in the printed-text class reaches near significance. This result strongly suggests that, for these low-scoring students, the use of a talked book does generate more concrete material than the use of a printed text. (3) A case study of six students, three from the talked-book class and three from the printed-text class, showed no differences in fit or patterning that could be attributed to either the use of a talked book or the use of a printed text. (4) This same case study revealed that student writing, no matter what medium the students were exposed to, tended to develop in a slow, uneven progression from overly simplified papers filled with dead-level abstracting towards complex and strongly patterned essays. Implications for theory, teaching, and further research were added and explored.

A VALUES CLARIFICATION COMPONENT OF FRESHMAN COMPOSITION Order No. DA8306145

THOMPSON, MARJORIE A. B., D.A. *Carnegie-Mellon University*, 1982. 149pp.

Purpose. This dissertation is an applied curriculum designed to cause students (1) to make moral decisions, (2) to express their decisions in expository prose, and (3) to persuade the audience that a particular decision is both appropriate and preferrable to other possible choices. The purpose of the course, to teach values-clarification and logical decision-making, is, of course, a humanistic mission in the general sense of "raising to a level of consciousness the individual's personal values system in which human interests, values and dignity are of importance as in moral judgements."

Method. I have drawn on the values-clarification strategies of social scientists, leaning heavily on Howard Kirschenbaum and Lawrence Kohlberg, and the logical decision-making techniques described by Stephen Thomas to complete this curriculum, as well as twenty years' experience as a composition instructor in a Junior College. Here I recognized the curriculum limitations imposed by open admissions, focus on "practical" education, and numerous non-curricular vagaries that affect course selections.

The unique design of the course is its incorporation of original dilemma case-studies as moral problems where one positive value competes with another positive value.

Scope. This dissertation responds to these constraints by using the rhetoric course as a means of introducing humanist values in an appropriate setting, that is, within a compatible, required course. Both student and faculty can complete the curriculum without significant changes in either's expected work-load and with little additional preparation for the instructor. Included are a rationale, historic background, general strategy, constraints, methods and materials, and a qualitative assessment of results. I think it will be helpful to others who, like me, enter the "technological" classroom of the 80's committed to developing both the moral maturity and the vocational skills of the student.

BEYOND SENTENCE COMBINING: A CONSIDERATION OF MOTIVATIONAL AND DEVELOPMENTAL FACTORS IN COLLEGE COMPOSITION TEACHING Order No. DA8310874

WOODWORTH, MARGARET KEMMER, PH.D. *Purdue University*, 1982. 376pp. Major Professor: Thomas E. Gaston

Research surrounding the efficacy of sentence combining as a technique for improving the quality of student writing reveals that while the technique is highly successful in accelerating linguistic development of elementary and secondary school students, it appears to be less suitable for improving the overall quality of college students' writing. This apparent discrepancy is investigated in order to extrapolate those pedagogical features of sentence combining which account for its success, and subsequently, to apply them to broader rhetorical skills more appropriate to college level writing.

The sequential nature of the instruction, the repetition of exercises, the specific goal orientation of the technique, and its coincidence with the natural linguistic development of younger students are shown to contribute substantially to its effectiveness. Among the disadvantages of sentence combining, however, are its limited goals and the failure of such drill-like instruction to coincide with older students' natural development.

An analysis of the developmental stages of college students reveals that this age group is highly motivated by a desire for maturation, including association with the adult community's values and behavior. In general, learning is limited to that which seems to meet the perceived needs of the students themselves, and therefore acceleration of their development can best be accomplished by allowing them freedom to determine their own goals through creative inquiry procedures.

A program designed to accommodate these needs, to capitalize on the integrative motivation inherent at this stage of development, and, at the same time, to incorporate the positive features of sentence combining might logically be expected to accelerate the linguistic development of college students. Results of a limited field test suggest that such a program of instruction did accelerate linguistic development and also general intellectual development, substantially improving the overall quality of student writing. Such instruction can also provide students with a method for continually reassessing direction of their linguistic growth and finding solutions to an ever-changing set of rhetorical problems.

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